



Skills and Opportunities Roundtable Summit – Final Report

WORKFORCE ALIGNMENT COMMITTEE

MAY 2020



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Executive Summary

In February 2020, the Workforce Alignment Committee of the Brandon Chamber of Commerce conducted a Skills and Opportunities Roundtable Summit. The objective of the summit was to bring a diverse group of community and business leaders together to gain an understanding of the issue of skilled labour shortage in the community.

Through facilitated table discussions, a variety of questions were asked, to understand the extent to which employers were, in fact, dealing with a labour shortage, versus a skills shortage or skills mismatch. From those discussions, the committee was able to compile both a list of jobs positions / titles where there exists a labour shortage and a list of skills shortages. Those lists are included in this report.

In compiling the data, information, comments and suggestions five broad themes surfaced:

- **The Importance of Soft Skills** - As a result of societal priorities and the application of technology individuals seem to struggle with many of the soft skills required for them to be successful in the workplace. The development of such skills resides not only with the education system but parents, families, sports and business.
- **The Shift in Work / Life Balance** - People today want to have more flexibility in the type of work they do, in understanding their career progression, in working to live rather than living to work, to be part of dynamic and inclusive workplaces. Traditional workplaces are under pressure to change, but struggle with identifying the approach and understanding the tools available to do so.
- **Education and Business Working Together** - Education and business need to continue to look for opportunities to work together to ensure skills development in school transfers into career success for students. Businesses have the opportunity to build relationships with institutions and students and have the responsibility to be an active participant in helping to shape student success.
- **The Need for Retention** - In the past, employers could focus their efforts in the areas of attraction and recruitment, but as the labour market has tightened up, it is becoming more and more important to retain key talent. Retaining talent requires employers to shift their thinking around the role employees play within their business and to put in place the systems that allow them to progress and thrive, in order to retain them.
- **The Need to Be Inclusive** - Companies today have far more diverse workplaces. There is an understanding that each group uniquely adds to the diversity of the labour market, both positively and negatively, and it requires workplaces to understand the needs of each group to achieve better outcomes for employers and employees.

This report is a summary of the information gathered in the summit, which will form the basis for key initiatives of the Brandon Chamber, going forward. It is also intended to be shared widely, for other organizations to utilize in the work they do and contains an appendix of other resources available in the community in helping to address this issue.

Message from the Workforce Alignment Committee

In September 2019, the Board of Directors gave us the challenge of gaining a better understanding of what was behind our community's skilled labour shortage. Over the years, the committee has made inroads around developing tools to assist employers, but the question of a skilled labour shortage remained. The Board of Directors were interested in understanding how we might engage in this issue to make a real difference.

Initially the idea seemed like a monumental request however, as a committee, we decided to take it one step at a time. We explored a number of options around how best to approach getting the information we required. As part of this we considered including the use of technology and data collection, surveys, one on one interviews and finally settled on the best approach being to hold a community conversation; bringing together a diverse group of business and community people, ensuring the design of forum that allowed for the free exchange of ideas, and guaranteeing we were able to capture and document as much information as possible to build a plan for future activities.

At the beginning of February 2020, we were able to bring it all together, by holding a round table summit. We brought together approximately 75 people from our community, including leaders from business, education institutions, Indigenous organizations, new comer serving organizations and government. In addition, we received several submissions from others who had been invited but were not able to attend. We want to thank everyone who took the time to provide their valuable input into this process.

This report represents the beginning of both a conversation and the basis for our next steps as a committee. We understand the issue of skilled labour shortages is not one that will be solved overnight, but looking forward, we believe tackling some of the issues identified in this report will allow us to get one step closer. A skilled workforce is critical to our community's ability to attract and retain business, thereby ensuring we have a strong economy building an even stronger community.

Committee Members

Barry Cooper (Committee Chair)
Sandy Trudel
Gail Nykoliation
Tracy Rimmer
Darra Black
Ben Poliquin
Mark Bailey
Carolynn Cancade

Cora Dupuis
Erin Mills
Nikolene Day
Tannis James
Tracy Williams
Ryan Jacobson
Jacquie Beavis
Cathy Snelgrove

Forward

This report is a starting point and intended to provide insight into the issue of a skilled labour shortage in our community. It is recognized that having a strong and skilled workforce is critical to building the economy and in ensuring the overall health of the community.

This report and the stakeholder input it represents will have many benefits. It provides all stakeholders with a better understanding of the complexity of the issue and allows a shift in the conversation from the generalization of skills shortage, to a more actionable level. It provides a snapshot of the challenges currently faced by each stakeholder group, but more importantly identifies different ideas and thoughts related to solutions. It will provide the Chamber of Commerce the ability to identify committee priorities and support the ongoing development of our business community in this area.

Background

Every two to three years, the Brandon Chamber of Commerce, in conjunction with MNP, conduct a business climate survey.

In 2017, the business community identified Labour (i.e. shortage / retention) as one of the greatest challenges facing their companies over the next twelve months, coming in almost triple the next one of government policies and regulation.

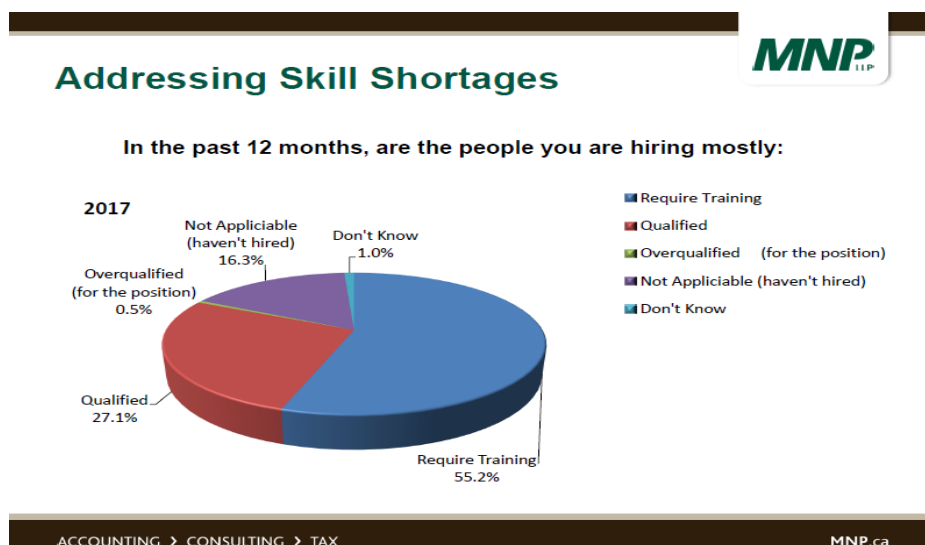


In comparing the results from 2017 to those of 2015, there was a jump in the percentage of businesses reporting an issue in finding employees to fill vacancies, in most all areas, senior management, management, skilled and entry level. In addition, while 27.9% of those who participated in the survey

said it was easy to fill positions in 2015, that number dropped to only 11.3% in 2017. From this it was evident it was becoming harder to fill vacancies in the market.



The survey also asked about the suitability of those being hired and while 27.6% were either qualified or overqualified, what stood out in the results was over half required additional training.



It was evident the business community was struggling to find the people they needed to be ready to do the work required.

In the spring of 2018, the Board of Directors, in developing their strategic plan identified seven strategic priorities:

- *Improving the Regional Economy*
- *Government Efficiency and Taxation*
- *Community Infrastructure*
- *Workforce Development*
- *Fair Government Regulations and Red Tape*
- *Environmental Stewardship*
- *Regional Collaboration*

“The Chamber believes that there must be a strong alignment of education and workforce development with employer needs and that immigrants are a critical source of workers and entrepreneurs for our economy.” <http://brandonchamber.ca/advocacy-issues/key-issues/>

The Board of Directors recognized in order to improve the regional economy, it would require gaining a better understanding of the skill shortage issue and then create the strategies and tactics to work alongside other community stakeholders to put these in place.

In the fall of 2019, the Workforce Development Committee was tasked with gaining a better understanding of the issue of skilled labour shortages. The Committee extensively explored options related to how best to approach obtaining this feedback and decided hosting a roundtable summit would provide the best opportunity to dig into the issue and identify priorities, going forward.

Approach

Over 120 people, from a wide range of stakeholder groups were invited to participate in a facilitated 4-hour roundtable discussion. Approximately 75 people were able to participate in the event itself and there were a number of written submissions received from invitees unable to attend.

Participants were organized by sector / industry and a facilitator and scribe were assigned to each table. The first three rounds of questions (Appendix A – Roundtable Questions) were designed to gain a better understanding of whether the challenges being faced were a labour shortage, a skill shortage or a skills mismatch;

- Labour shortages refer to a lack of candidates for a specific job in a specific labour market.
- Skills shortages refer to a lack of candidates with the skills required by particular employers.

REPRESENTED STAKEHOLDER GROUPS

Food Services
Construction
Manufacturing
Agriculture
Food Production
Education
Retail Sales
Retail Services
Transportation Services
Professional Services
Crown Corporations
Technology
Real Estate
Non-Profit
Financial Services
Hospitality
Health Services
Government

- Skills mismatches refer to situations in which an employee's current skills are not well suited to their current job.

The fourth and final question explored what participants believed the roles of employers, educational institutions and individuals were in addressing this issue and what type of solutions would make a difference.

Participants were invited to provide any additional insights they might have upon returning back to their workplaces. In the cases where participants had planned to attend, but were unable to, individual emails were sent to them with the same questions, so they could provide their input.

The information gathered from the discussions and submissions were compiled and form the information contained in Appendices B – F.

During the registration process, all participants were invited to share their email addresses so copies of this report, once approved, could be provided to them.

Broad Themes

Coming out of the Summit and from the submissions, there are a number of key themes identified:

The Importance of Soft Skills

In all sectors / industries, soft skills were reported to be of issue for both people entering the job market and for those currently in it. What was of interest in the data, was the wide range of descriptions related to these types of skills:

Power skills, networking, customer service, interpersonal, entrepreneurial, conflict management, conflict de-escalation, work ethic, resiliency, customer responsiveness, drive, interpersonal skills, creativity, initiative, persuasion, people skills, self awareness, listening, verbal communication, decision making, emotional intelligences, stress management, etc.

For most participants, soft skills were identified as being the most important skills an individual could develop to progress in their career. Some said they hired for soft skills, because they knew they could train the other skills.



The challenge is that soft skills are the most difficult to assess, because they are subjective. One person can think someone possesses the skill and someone else might not, depending on their own interpretations. A hard skill, on the other hand, such as mathematics, is easily measured and tested in terms of proficiency.

There was a belief these types of skills were not being developed in the same way they once were in our young people, although it was acknowledged in some cases older workers also faced challenges related to them. It was identified this could be attributed to several societal issues:

- The increase in people using technology such as texting, email and social media as the medium for communication, reducing the amount of face to face communication;
- The increase in parents actively involved in “speaking” for their children (even older children) and in solving many of their challenges, meaning that they are not learning many of these skills at a young age;
- The changing importance or value being placed on work / career. It is easier to find work, so people are less inclined to build skills that can be uncomfortable to learn;
- The pressure within companies to be profitable meaning there are less resources available to help new workers. Less time spent helping people to learn how to deal with situations; and,
- Less time identified in the curriculums (public school and post secondary) for this type of learning with more focus being placed around the competencies / hard skills.

The Shift in Work / Life Balance

Over the years, people’s attitudes toward their job and the importance they now place on scheduling and work balance is believed to have changed.

In the past, work seemed to be more central to an employee’s life. For example, if the work dictated the need for extra time employees were willing to do the extra hours or if someone was away on vacation, employees would backfill some of those responsibilities. Today, employees are less inclined to do this, even for additional money (unless their wages are not meeting their basis living needs).

When work was more difficult to find, people were willing to work alternate schedules involving evenings, midnights and weekends. Today, more people want to work Monday to Friday during the day and will move jobs to be able to have that opportunity. The same thing applies to having more flexibility in their work schedule (where they get to determine their own schedule) or in a workplace (where they can work from home).

“Progressive workplaces” such as Google and Gensys are attractive to Gen Xs and Millennials. While businesses offering employee engagement programs with team building, happy hours and retreats are generally seen in agencies, start-ups and tech companies, these are examples of the how the workplace is shifting.

This shift in attitude has made retention difficult for some businesses. Employees are willing to leave for more desirable hours, fewer hours or for more flexibility in their work arrangements. This is a retention barrier many business owners in the past have not had to contemplate making changes to, because

there were enough potential employees in the market to fill their labour needs. However, in today's labour market in order to retain or attract skilled workers, businesses will need to reevaluate their workforce approaches, and be willing to trial alternatives in order to remain relevant. The challenge for many business owners is in "how" to do it.

Education and Business Working Together

The groups discussed the importance of business and education working together to look for solutions to the labour shortage. As one of the tables identified, "We are both on the same side. They want to teach young people the skills they need to see them be successful and we need to provide the workplaces that let them do so."



It was recognized the role of educator has evolved and they are being required to face far different challenges than what they faced, even a couple of years ago. Aside from the societal issues, there appears to be increased emphasis placed on teaching students competencies and hard skills with little time available to expand opportunities to develop more of the soft skills.

In spite of this, there have been pockets of success where business and education working together has been able to make a

difference. Participants talked about the value in job shadow programs / workplace and co-op programs in their ability to expose students to different types of career opportunities and workplaces. There were a number of business owners that discussed the benefits of the partnerships they have been able to make, within various post-secondary programs.

Most participants recognize the advantage in having the education system and institutions we have in the community but believed we had not fully capitalized on the type of strategic advantage possible, if we were to work more closely together.

The Need for Retention

Through the discussions, at many of the tables, the conversations evolved from the challenge in attracting employees, to discussing the challenges that come in not being able to retain them. Many discussed the investment (in some cases significant) they were making in training employees, only to see them move on. They discussed the pressure it placed on other employees when someone left their organizations and the length of time it could take to replace someone.

Participants discussed how some of the challenges could be attributed to the need to change some of their human resource practices, but employers felt helpless in knowing where to start. Some identified that they could be doing a better job providing training and development, but looked at the cost and time it would take away from the work and saw it as very expensive, rather than looking at the value it would return to the business. Others felt it really came down to a money issue and it would be difficult to increase wages when the margins were so thin.

Overall, participants agreed that just focusing on attracting employees is no longer solely an effective strategy. Companies need to be prepared to look inward to evaluate their effectiveness in retaining talent and they need to be prepared to explore different options.

The Need to Be Inclusive

Generally, when the issue of skilled labour shortage comes up there is a focus on the younger generation not being ready to enter the workforce, however in the discussion it was acknowledged, similar challenges exist with older generations.

Workplaces are continuing to evolve as industries are being disrupted, technology is being applied and consumer preferences are shifting. At the same time, there is a struggle within many workplaces where either workers or employers are fighting to keep things the same. Our society is evolving and whether we like it or not, business and education are going to have to evolve if they want to survive.

It was recognized there is great potential when it comes to engaging the Indigenous population, and new immigrants however employers and educators continue to struggle to understand how to do so effectively.

Each group has their own perspective. In the discussion, one of the tables identified how valuable it would be to have the exact same conversation with the younger generation, to understand this from their perspective. The same thing could have been said for many different groups of people.

What this points out is there is an understanding that each group uniquely adds to the diversity of the labour market both positively and negatively and having a greater understanding of the needs of each group would result in achieving better outcomes for employers and employees.



Next Steps

From the beginning of this process, the Workforce Alignment Committee recognized that in hosting this Summit it would be the first step in a longer journey.

Over the next couple of months, the committee will further review the data and identify key priorities to be addressed. As a Chamber we are committed to playing an active role in helping to address this issue, so we can continue to prosper as a community.



Appendix A – Roundtable Questions

The questions asked at the roundtable were broken down into four different rounds of questions:

Table Questions - Round #1

- What are the specific skill shortages currently being faced in your business / industry?
- Are these skills required to be present, prior to being hired?
- If so, where would a candidate learn these skills?
- If not, how long does it take an individual to obtain that skill, on the job?
- What resources do you currently have to train this skill?

Table Questions – Round #2

- What are the specific positions where there are current labour shortages?
- Where are they currently certified / trained through and how long does it take to meet the requirements of the position?
- Where are you currently recruiting from?

Table Questions – Round #3

- In which types of work are you currently seeing a skills mismatch (skills are more or less advanced than the skills required to perform the job)?
- What do you believe is needed to resolve this situation?

Table Questions – Round #4

- What do you believe is the role of the employer, in helping to resolve this?
- What do you believe is the role of the education system, in helping to resolve this?
- What do you believe is the role of the individual, in helping to resolve this?
- What types of solutions would you like to see put in place?

Appendix B – Table Questions – Round #1

Specific Skill	Hiring (Y/N)	Where (School/On Job)	Timeframe	Current Resources Available
Computer Skills (general)	Y/N	High School / ACC / Robertson / Samaritan House Training / Westman Immigration/Brandon Literacy Council	Varies	<ul style="list-style-type: none"> Schooling is available locally for use of general programs (Word, Excel, etc.). Online training available. There can be varying degrees of competence in programs such as Word or Excel, that can be challenging – many times these need to be tested for prior to hiring.
Computer skills (industry / business specific)	N	On the job	Depends	<ul style="list-style-type: none"> In house training programs Vendor training programs Learn as you go – trial and error YouTube / Video Training
Warehouse Workers (forklift drivers, pallet jack, loading/unloading trucks)	Y	On the job	1 Month	<ul style="list-style-type: none"> There is some training available but generally not on demand. Usually try to hire the skills away from someone else.
Communication skills – talking to people	Y	School / Home		<ul style="list-style-type: none"> Technology has prompted people to communicate via text, messenger or email, so people do not always have the skills or ease in communicating face to face. They want to hide behind their screens. Depending on the position, sometimes these skills are developed over time.
Networking skills	Y	School / Home		<ul style="list-style-type: none"> Workers struggle to build their networks both inside and outside the company.

				<ul style="list-style-type: none"> They need to be put in formally structured situations to develop this skill, although they struggle with understanding the value at times.
Customer service – dealing with situational issues – conflict de-escalation	Desired	On the job / Training		<ul style="list-style-type: none"> Some online programs are available. Some of this is gained through experience – on the job. Some of the challenge is being able to prepare workers for the varied types of issues that are arising in handling customers today (more confrontations, violent behaviours, theft, etc.)
Lack of role flexibility – don't want to do things that are not spelled out in their job description – believe that job duties need to be fair and equitable across people (especially if seen to be beneath them)	Y	Tested during probations		<ul style="list-style-type: none"> Tough to teach, because this one has been taught through their experience either at home or societally.
Resume / interview skills	Y	High School / College / University / Immigration Services/Samaritan House Employment Resource/CEYS		<ul style="list-style-type: none"> Resumes are full of grammar and spelling mistakes (even though there is the technology within programs to check this). Resumes and cover letters are generic – if they don't have time, then why should I give them mine. Little understanding that these are the first impressions – if they do not present well, then likely they are not getting hired.
Problem solving / Trouble shooting	Y	High School / College		<ul style="list-style-type: none"> There can be little desire to solve a problem and instead simply wait for the supervisor to do so. Unclear if

				<p>this is due to a lack of skill or a lack of desire.</p> <ul style="list-style-type: none"> • Currently trained mostly on the job.
Painting (Construction)	N	On the job		<ul style="list-style-type: none"> • This is considered a lower skill in the construction industry and thus many don't get into it or stay in it. • Mostly considered a skill, although there are Painters as a position. • On the job for the most part.
Sales Skills	Y	ACC has classes as part of their programs / On the job / Freedman Group		<ul style="list-style-type: none"> • Hard to find seasoned salespeople, especially for lower paying sales jobs. • Most salespeople want to work in sectors where they can make the most money. • The skill is transferable across sectors, depending on the pay available. • There is a balance between paying more for seasoned sales ability or to pay less and then try to train on the job. • Somewhat dependent on the personality of the individual, but you can train the mechanics of sales.
Product / industry knowledge	Preferred	On the job		<ul style="list-style-type: none"> • Depending on the industry the amount of time and effort will vary. • Having a clear in house on boarding process and development program certainly can expedite this process.
Adapting to change		Home, schools, on the job, personal experience		<ul style="list-style-type: none"> • The concept of continuous learning seems to end once someone is out of school.

				<ul style="list-style-type: none"> • People need to recognize that they need to be lifelong learners and need to continue to develop their skills. • Technology continues to evolve how business is done and they need to be willing to change with it. • Private training • Mentorship / Coaching • Internal Training
Competitive edge	N	On the job		<ul style="list-style-type: none"> • Leadership can create this by building this within the organization.
Time management / prioritization	Y	School / Parents / On the job		<ul style="list-style-type: none"> • There is a challenge with individuals understanding deadlines and the importance of meeting them. • They can get fixated on doing one thing and miss the bigger picture, thereby not generating any sort of result. • Required in many cases to now be trained on the job, however this results in employees being fired, when this could have been taught to them when they were much younger in school when it wasn't impacting their livelihood.
English / Language / Grammar / Writing Skills	Y	School / On the job		<ul style="list-style-type: none"> • It is understood that English may be an issue for immigrants, and in many cases, they are working on developing this skill. • There are students entering the workforce that struggle to write and grammar is an issue.

				<ul style="list-style-type: none"> • Schools – not passing along students without required basics. • Westman Immigration • Mentoring / Coaching • Workplace standards / training
Conflict resolution / de-escalation	Y	School / On the job / Parents		<ul style="list-style-type: none"> • Many employees, young and old, struggle to deal with conflict and lack the skills to de-escalate a situation. • The primary means of handling this for those individuals is to pass it off to someone else.
Leadership skills	Depends	School / On the job / Sports / Volunteering		<ul style="list-style-type: none"> • Sometimes people want the title of manager / supervisor, but they don't understand the skills required to be successful; making decisions, directing people, dealing with conflict, addressing performance issues. • There needs to be an emphasis on training some of these skills prior to giving them the position because it is difficult to try and develop these skills after, because they are already in the position. • People with leadership skills often fill the roles of Supervisor / Manager / Executive within a company. If these skills are not developed, then there are position shortages in those areas. • The strength of the Supervisor / Manager in being able to do their job will have a huge impact on the workforce in general.

				<ul style="list-style-type: none"> • Dale Carnegie Training • ACC / BU • Professional Development Training • CARM – Supervisor Training • Mentoring / Coaching
Horticultural skills	Y/N	College / On the job / Industry specific training		<ul style="list-style-type: none"> • In this field there are some positions that are not seen as desirable as others. For example, students in this area look to research rather than potentially working for a landscaper. • The shortage in Agronomists means that people with this type of training could be sought out for some of that type of work. • ACC • Industry Certifications (some in the US)

Note: In compiling this data, all attempts were made to accurately represent the data provided at each of the Summit tables. Duplicates of information were combined or expanded on based on the general information provided by the tables. In some cases, information was moved between questions to better reflect its reference in table discussions.

Appendix C – Table Questions – Round #2

Specific Position Title	Where Trained (School/On Job)	Timeframe	Where Recruiting From
Auto technicians – regulated – apprenticeship	ACC		<ul style="list-style-type: none"> Schooling is available locally
Body shop technician – regulated	Red River		<ul style="list-style-type: none"> Crocus Plains has a body shop program for high school students Post secondary schooling not here to train employees
Occupational Therapists	Winnipeg / Saskatoon		<ul style="list-style-type: none"> Winnipeg / Regina / Saskatoon – it is helpful if they grew up here and want to come back home.
Physiotherapist	Winnipeg / Saskatoon	5 - 6 Years	<ul style="list-style-type: none"> Winnipeg / Regina / Saskatoon – it is helpful if they grew up here and want to come back home
General Physician	Winnipeg (U of M)		<ul style="list-style-type: none"> Challenge to recruit to rural Manitoba (retain only 1 in 8 who do residency in rural communities who are not from a rural community). People want to return home, so it is better if they are able to go to school and then come back. Spouse jobs can be an issue.
Social Workers	Winnipeg (U of M or Booth) / Saskatoon / Parkland College	4 Years	<ul style="list-style-type: none"> Winnipeg / Regina / Saskatoon Compensation can be a real struggle for non-profit organizations looking to hire this skill.
Psychologist	Winnipeg / Regina / Saskatoon	5 - 8 Years	<ul style="list-style-type: none"> Broad geographical recruitment / immigration could be an option. It is a lengthy program to complete and like in the case of many medical positions, it can be difficult to attract to a rural center.

Project Managers – Construction	Project Manager Training – On the Job (field) – Red Seal Certifications	5 Years	<ul style="list-style-type: none"> • Winnipeg / Saskatchewan / Alberta • Some attempt to build the skill in house where possible. • Other areas pay their project managers far more than we would be able to in this market, so it can be difficult to attract.
Lawyers	Winnipeg	Bachelors Degree + 3 Years Law	<ul style="list-style-type: none"> • Locally they can take an undergraduate program. • Winnipeg / Saskatchewan • Encourage students to return to the area.
Venue Managers	Hospitality Management Training / On the job	2 – 3 Years	<ul style="list-style-type: none"> • Western Canada • Can be difficult to recruit into a smaller market because of lack of opportunities.
Health Care Aides	Brandon / Winnipeg	6 Months	<ul style="list-style-type: none"> • There has been a focus on training and developing people into these roles, so things have improved in this region. • There will continue to be demand for these positions and there is some concern that there will not be the people to fill them, because they will be attracted to other industries.
Financial Planners	ACC, On the job		<ul style="list-style-type: none"> • Local market • Can be tough to recruit into because of the need for strong interpersonal / sales skills required to be successful.
Project Managers – general	PMI Certification / On the job		<ul style="list-style-type: none"> • To fully develop this skill there needs to be hands on experience.

			<p>Business wants to hire experience because of the criticality of their projects, but yet it can be difficult to gain the experience without having the opportunity to take on projects.</p> <ul style="list-style-type: none"> • Western Canada
Business Analysts	University of Manitoba (Asper School), Online		<ul style="list-style-type: none"> • Winnipeg • There are more businesses choosing to grow their own from internal.
IT Positions	College / University / On the job		<ul style="list-style-type: none"> • Evolutions in technology have made it easier for people to deal with some of their own IT needs (cloud computing, software specific customer service assistance, user friendly software, Google, etc.) • In some cases, this type of work has been outsourced to IT companies rather than bringing the skills in house. • Some internal positions (the Accountant, the HR Person, etc.) have taken on more of this role for the company and have learned by trial and error or by taking courses. • Local / Winnipeg
Developers / Coders	College / University / Hobby		<ul style="list-style-type: none"> • Many small businesses are required to outsource much of this type of work because people with these skills are interested in working for larger companies. • For some small businesses, having access to this would allow them to innovate and adapt more easily to adopting new technologies.

Industrial Trades (Machinists and Engineers)	Colleges / Trade Schools		<ul style="list-style-type: none"> Nationally / internationally
Certified Language Teachers	University	4 Year	<ul style="list-style-type: none"> Need to have instructors in school How to get them quicker (Indigenous)
Caregiver (not Health Care Aid)	On the job		<ul style="list-style-type: none"> Not seen as a valuable / high paying position so it can be difficult to recruit people into the position.
Mid Level Maintenance Workers (industrial)	Colleges	2 – 4 Years	<ul style="list-style-type: none"> Requires someone to have a wider range of experience. Western Canada
Long Haul Truck Drivers	Driving Schools		<ul style="list-style-type: none"> Challenge is in people wanting to be at home on a regular basis, so that they can participate in life beyond a job. Unpredictability of the schedule makes it difficult to attract people into the field.
Agronomists	University / College	4 Year Degree	<ul style="list-style-type: none"> There are a lot of different directions they can go once they have graduated. (Agronomy, Sales, Research, Producer / Farms, etc.) Graduates are recruited before they leave school. Western Canada
Estimators	College / On the job	10 Years	<ul style="list-style-type: none"> It can be challenging because often there is not enough work in a business for a full-time estimator, so the individual must be able to take on different roles. Each business estimates differently, so there is a component that needs to be trained on the job.

Heavy Equipment Operators	ACC / On the job		<ul style="list-style-type: none"> Currently not the challenge it was to find a couple of years ago, however, is always a challenge to find good operators. Manitoba
Safety Officers	Online / Safety Certification Programs		<ul style="list-style-type: none"> This is becoming more important as regulations change. In some cases, companies choose to outsource this to safety companies. One fine can make having this skill in house worth while.
Accounting / CFO	University	10 Years	<ul style="list-style-type: none"> Can be difficult to find someone with an accounting background and yet able to understand the nuances of the operations. Often not able to pay the wages required to attract experienced talent – company too small to support the salary expectations. Look to Accounting firms to assist in augmenting existing staff. Manitoba
Chemical Engineers	University (Saskatoon)	4-5 Years	<ul style="list-style-type: none"> There is not a lot of opportunity in the area for this type of skill so it can be difficult to attract someone to the area if they do not have ties. Those that are willing to relocate for this job are generally interested in relocating, so Brandon is in competition with other markets. Canadian industrial centers
Power Engineers	4 th Class (ACC) – 2 nd Class (Correspondence / Self Study)		<ul style="list-style-type: none"> Generally, try to grow the skills from within.

			<ul style="list-style-type: none"> • Canadian industrial centers
Pipe / Steamfitters / Insulator	College		<ul style="list-style-type: none"> • Canadian industrial centers

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Appendix D – Table Questions – Round #3

Skills Mismatched (under or over skilled)	Solutions to Resolve
<ul style="list-style-type: none"> Construction – some employees have the skills, but they are not being recognized so there is a reluctance to pursue certifications. 	<ul style="list-style-type: none"> PLAR use to be used more and this could be a means for people being able to challenge some courses / programs / training.
<ul style="list-style-type: none"> New immigrants with certifications from home countries. They are not able to practice here in Canada, until they are approved by their licensing bodies. In some cases, they are required to take additional programs, in some cases they are required to gain employment in their field and prove their capabilities, in other cases they are required to complete exams / testing. 	<ul style="list-style-type: none"> Explore how these assessments could be done in a timelier basis. Look at immigrating people from countries where it is known they have somewhat comparable standards, in order to reduce the amount of time it takes to have them work in their fields.
<ul style="list-style-type: none"> Immigrants can be overlooked for positions they are technically capable of performing because of language barriers. 	<ul style="list-style-type: none"> Work with Westman Immigration to ensure that business owners are aware of the resources they can provide in terms of interpreters and other resources.
<ul style="list-style-type: none"> There are oil workers that came back to the community with the downturn in oil, who have skills not being utilized. 	<ul style="list-style-type: none"> Some have moved into construction, but not necessarily a match in skill.
<ul style="list-style-type: none"> Some businesses are recruiting for higher skills than what they are requiring (example hiring an accountant when they just need a senior bookkeeper) resulting in turnover. In some cases, the management of the business is not willing to give up control. 	<ul style="list-style-type: none"> Employers should be looking at the skills they need rather than relying on a job title. They could use the resource of an HR expert to ensure they are not over hiring for what they need.
<ul style="list-style-type: none"> Companies will sometime under hire if they cannot find the skills they need, with a plan to train them on the job. Sometimes the plan to train is forgotten, and the employee underperforms. 	<ul style="list-style-type: none"> Risk assessments should be completed, including an understanding of how conducive the environment is to effectively train the employee. If not, then the employer should expand their search rather than settle. If they do hire, a formal development plan should be created and followed to ensure success. Enforcing probationary periods and extending them if required, is critical to ensuring the employee is capable in the long term.
<ul style="list-style-type: none"> As technology is introduced it can cause employees to either be over or under skilled. 	<ul style="list-style-type: none"> Skills training (both formal and informal) should be part of any plan to introduce technology. Time and resources need to be allocated to consider the associated learning curve.

<ul style="list-style-type: none"> Business planning and forecasting future needs based on current workforce can identify employees that might be under skilled for future roles. 	<ul style="list-style-type: none"> Formal succession planning and develop plans / training. Training guides that identify what is required to move to the next level.
<ul style="list-style-type: none"> Most businesses promote supervisors / managers / executive from within and in many cases, they are under skilled to take on the new role. (People are promoted based on how well they perform their job, but it doesn't necessarily mean they will succeed in a different type of job, like management). 	<ul style="list-style-type: none"> It can not be expected that they will have all the skills to do this new job day one. Success can be increased if there is a formal development and skills development plan put in place and then ongoing mentoring and coaching to ensure these skills are being developed. Supervisors / managers need to be progressed through their roles, or they will not learn the skills required to be successful.
<ul style="list-style-type: none"> IT / IT Programs (Word, Excel, PowerPoint, QuickBooks) – People often over-estimate their qualifications. If they know how to use it, they believe they are proficient in its use, but this is not always the case. 	<ul style="list-style-type: none"> Skills testing can be a valuable resource in either recruiting or in development programs to ensure employees can perform the skills.
<ul style="list-style-type: none"> Skills requirements change at the company, but individuals may not be capable of meeting those new updated requirements. 	<ul style="list-style-type: none"> Training but the company also needs to recognize if individual can not meet those needs. In some cases, someone's skill set would be better aligned with a different role. Linking compensation and remuneration to individual skills growth can be effective.
<ul style="list-style-type: none"> There are people who were previously employed with the military who have specialty skills that on the surface do not easily transfer, but there are underlying skills (dexterity, for example), that could be transferable if it was broken down beyond the job skill. 	<ul style="list-style-type: none"> Working with a recruitment specialist would ensure that a resume could be written in a way that would recognize this.
<ul style="list-style-type: none"> Generally, there is a real lack of HR understanding. Business owners struggle to either understand or to make the time to invest in building their people systems, resulting in turn over, challenges recruiting suitable employees, etc. They do not always have the money to invest in training and programs, but it is still costing them. 	<ul style="list-style-type: none"> Business owners need to invest in their own development around HR, if they are not going to seek out assistance in this area. They need to recognize that they can be too close to the situation and may not be objective to what issues are really at play in their business.
<ul style="list-style-type: none"> Due to the changes the Manitoba Government has made to fees, filing intervals and lack of reimbursement for cognitive services, this has meant there is the potential for a decrease in pharmacy professional positions, which could result in these highly trained 	<ul style="list-style-type: none"> The disruption happening in this area, could result in a reduced number of positions resulting in highly trained individuals, challenged to find positions that require their level of training.

individuals leaving the province to secure employment. A change is being made in the Pharmacy program requiring all students graduate with an entrance level PharmD as opposed to a BSc.(Pharm), requiring an additional year of study.	<ul style="list-style-type: none"> Licensing bodies need to be lobbying government to identify potential issues.
<ul style="list-style-type: none"> There are skills (for example, teaching and nursing) that are not transferable between Provinces. 	<ul style="list-style-type: none"> Licensing bodies need to be encouraged to resolve this issue.

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Appendix E – Table Questions – Round #4

Employer	Education	Individual	Solutions
<ul style="list-style-type: none"> Recognizing individual strength and guiding appropriately – KNOW your people and who to invest in. Structure that allows people to be successful. Be willing to do something different than what has been done in the past. Retention – know what your employee’s aspirations are and where they want to be and where you can help them get there. Stop treating your employees like they are a number. Be willing to help support your employee financially to expand their skills. Look at reviewing HR practices and exploring new ones that could be applied to the business. Hire an HR consultant to assist you. Figure out how to measure ROI on training investments. Stop believing that there is always another person out there, willing to do the job you need to have done. 	<ul style="list-style-type: none"> Teach young people to be accountable by putting in consequences for not meeting deadlines. Teach young people that it is okay to fail because everyone does. What is more important is what you do, when this happens. Teach resiliency. Help young people to develop their communication skills by forcing face to face interactions. Expand evening courses around critical skills and more formally communicate these offerings to businesses. Expand the use and duration of co-op programs in post-secondary courses. Figure out how to teach soft skills and communication skills. Incorporate “life” skills into grades 7 and 8 and career courses in high school mandatory. 	<ul style="list-style-type: none"> Take ownership for own career and have goals for what you want your future to look like and then work towards those. Stop waiting for someone to hand you something. Take advantage of training opportunities and programs your employer provides you, even if that means you need to do some of it on your own time. Show up with a good attitude. Recognize that you are being paid to do a job, so if you want to be paid, you need to do all the job, not just the aspects you like. Think about how you can help the business to become better and ask for support to take training opportunities that will help to advance both of you. Accept that you are going to have to prove yourself to move up in a company. 	<ul style="list-style-type: none"> Job shadow programs / work placement and co-op programs help expose young people to different opportunities. Work integrated learning opportunities are valuable. Businesses need to recognize the investment and return on investment they will receive in training their employees – reduced turnover, efficiency, productivity, customer retention. Partnering with post-secondary educational institutes to have students first entering programs become familiar with the work opportunities available in your business. This could be in the form of tours of your business, work placement, apprenticeship, etc. Businesses need to challenge themselves in their abilities to utilize different schedules and work arrangements. In some cases, these types of changes may not turn out as bad as they think, but they won’t know until they try. Parents need to be part of this conversation, because they are not always helping their children

<p>There is too much robbing from each other, and it is costing all of us.</p> <ul style="list-style-type: none"> • Adjust how we value what has been low skill workers. Look for opportunities to reward and value their contributions. • Set clear expectations and performance standards and then ensure these are followed consistently. • Put in place formal coaching and mentorship programs. • Put in place development programs for employees – yes, this will take effort, but it will cost you more if they leave. • Avoid hiring out of desperation. • Put in place onboarding programs. • Help your employees to understand what is important about their job, the company, your customers, et. 	<ul style="list-style-type: none"> • Engage with the business community to better understand their needs. Recognize that you are only successful as an educator, if your students can go on and be a productive member of society. • Agriculture industry needs to change to have courses for farmers. • Micro credentials • Literacy and numeracy need to be worked on. • Guidance councillors need to help students to be realistic with their career paths. Students should be encouraged to live their dreams, but they need to understand that doing so means you need to be prepared to work hard. They need to be provided with viable options that they can also explore. 	<ul style="list-style-type: none"> • Invest time and money in yourself. • Be dependable. Do what you say you are going to do. • Be willing to do extra when required. • Recognize that you are part of a team and it is not all about you, all the time. • Be self-aware. Be open to knowing your strengths and weaknesses. 	<p>when they are protecting them from failure / consequences. Our fear of failure is creating failure.</p> <ul style="list-style-type: none"> • Post secondary must be able to make curriculum / program changes quicker and to be more responsive to the business needs of the community. • Industry advisory groups could be helpful in helping to establish curriculum and in being able to forecast industry trends. • Private business might need to take on more of the training if post-secondary does not. The government has shifted some funding to make this happen, but businesses need to be prepared to get into the business of training, rather than recruiting for it. • Business leaders could you training in: <ul style="list-style-type: none"> ○ How to onboard employees / set up programs. ○ Skills testing as part of recruitment ○ Developing progression programs within specific jobs. ○ Building coaching / mentoring programs ○ How to build supervisors and managers
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			<ul style="list-style-type: none"> ○ Incentive programs • Licensing bodies need to look at how they can streamline the certification process for new immigrants, without impacting the validity of the license. • The cost of textbooks and supplies are not covered under funding programs for students, making it prohibitive to go to school. Lending libraries could be established for some programs to help reduce this cost.
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Appendix F – Additional Comments

- Younger workers are not interested in working extra hours (especially if the salaries they are paid, cover their financial needs – regardless of the type of position (doctors, accountants, construction, etc.). Extra money is not necessarily a driver. Many businesses have relied on workers being willing to work overtime to cover things like vacations, busy times, etc. and are struggling when employees are not willing to put in the extra time.
- Younger workers are not interested in taking on more responsibility if it means impacting their lifestyle, or for minimal extra compensation.
- The curriculum for many professional programs is focused on competencies (some of which could be learned on the job) and they are not teaching many of the soft skills that are needed (in some cases more than) for them to be successful in their jobs. There are cases where very book smart individuals are not able to do the job in the real world (especially in jobs where people are central, such as in health care).
- Issues such as the availability of childcare (evenings, midnights, weekends) means that skilled workers can be restricted in the types of positions they are able to take. Some would be willing to do alternate shifts, but they can't find appropriate childcare.
- Many people want to work Monday to Friday from 9 until 5, but there are as many jobs out there that don't fit within this type of schedule.
- Apprenticeship programs:
 - Potential workers are not always able to find companies willing to take on apprentices.
 - Some companies would be willing to take on an apprentice, but they do not have the journeyman to be able to oversee their requirements. For example, they have journeymen welders, machinists but no electricians.
 - The apprentices generally just want to get through the levels (put in the hours) so that they can get pay increases, regardless of whether they really get the skills required to be successful long term.
 - It can be frustrating for a company to take on an apprentice and just when in their education they are able to return some of the investment made, they choose to leave. The first two years, in construction, it costs the company. "Training them to leave." The company understands that they could be leaving for more money somewhere else, but little recognition by the employee of the amount that was invested into them. Seen as an issue of loyalty.
- There can be a lot of turnover in construction between residential and commercial work. Apprentices and journeyman move back and forth depending on the work available and with the margins being tighter in residential (and the contractors not able to pay as well) they will get impacted more when there is a lot of commercial work available.
- There is such a reliance on technology to communicate that many times employees feel that as soon as you send an email, things are off their plate. They do not understand follow up, or responsibility beyond getting it moved to someone else (in some cases, they see themselves as blameless, if something was supposed to happen and it didn't).
- The maturity of a 20-year-old today is much different than what it was 10 years ago. Young people are reliant on their parents (which they would like to transfer to their teachers, employers, etc.) to make decisions and take care of things for them. In some cases, they do not see themselves as needing to be responsible for basic things like; being on time for work, making sure they dress appropriately, making sure



they check the schedule for when they work, completing assignments, shows up for work each day, calls in when they are sick prior to the beginning of shift, etc.

- CARM provides a variety of courses related to construction, however it is difficult to send more than one or two people at a time and they are not offered all that often. It could take a long time (years) to get a crew trained in some courses because of this.
- There could be some testing done at the time of recruitment around certain skills, but many employers simply rely on the what is on the resume, what the person says in the interview or from references. Testing is used in some areas, but skills testing could be used more broadly at the time of recruiting.
- Progression in some companies is limited and some of the turnover in the market is attributed to people feeling like they are progressing if they change companies (usually with a small wage increase). There could be more emphasis made around showing people what progression could mean within a company structure, regardless of the size of the company.
- The cost of turnover can be expensive however many companies / businesses are reluctant to quantify this and then ensure they are investing at least this much in strategies to retain and develop their employees. It is difficult to break the cycle.
- Some employees want to and believe they should have flexible work arrangements (something like what is offered in a Google model) however this is not realistic in a lot of businesses.
- Employees do not seem to place the same importance on their careers as they did in the past. Some do not want to invest the time it takes to become good at what they do and instead are willing to jump from job to job.
- Everyone expects a ribbon but there is a difference in receiving one for having pride in your work or in being productive versus for simply showing up for work.
- Some people interview well, but often it can be difficult to determine if they really have the skills, they say they have. Someone can tell you they are proficient in bookkeeping and then you will find out that they don't know how to file taxes, or they don't know how to do payroll.
- Many post-secondary graduates believe they should be able to enter the workforce and because they have a degree or diploma, make the top money and have all the authority of a position without proving themselves. They believe they have learned everything they need to know in their school programs.
- Brandon University doesn't feel it is their role to adjust the curriculum in some programs to meet the needs of business, or the workplace is making it difficult to employ their graduates in their field. Other post-secondary institutions in the Province and outside the Province are doing a much better job of working with industry.
- The challenge in the hospitality industry is the extreme peaks and valleys. There can be a flood of events requiring 40 people for a short period and then there are months when there is no work. Holiday season can be very busy and then there are other seasons where there is very little. Not seen as a dependable employment income. Cross training is used as a means of helping to ensure employees can get the hours they need by working different jobs.



- Today many employers will put up with behaviour that 5 to 10 years ago, the employee would have been fired for because of the work it takes in recruiting and trying to train someone new.
- Turnover and quality of the hires in the food / hospitality industry is directly related to the quality of the management.
- In the health care system, there are a lot of part time jobs available (.5 or .3 for example), but due to the potential for scheduling conflicts between position, someone interested in working is not able to necessarily build a full-time job. People requiring to have a full-time position because of work permits, are not able to apply for this type of work.
- Signing bonus / contracts use to be a valuable tool in having people come into the region or business and commit to staying for a period of time, however now if someone wants to leave, they will just pay back the signing bonus and move on.
- There is overall a lack of critical thinking. People wait to be told what to do next or how to solve the next problem. This seemed to change about 15 years ago and can appear to be a lack of initiative.
- Some of the jobs that were once considered to be “lower level” (admin jobs, receptionists, production workers, etc.) are becoming more of a critical need because people are not wanting to do these jobs. They often don’t pay that well and so employees will seek other low skilled work that pays better.
- In some cases, employers outline specific requirements that are not necessary for the job. For example, they will ask to have a driver’s license when one is not required. They will ask for a diploma when someone could have the skill but not have a diploma. Some of this could be addressed if there was a way to test specific skills at the time of hiring, rather than assuming a skill set based on an education level.
- There are a lot of different programs that can be tapped into for funding in order to develop businesses, research, exports, employees, etc. (SHRED, IRAP, TAP, Canada Jobs Grant, etc.).
- Some employees struggle with any kind of change. They want everything to stay as it is, but this is simply not reality. There can be a lot of conflict within a business when there is a lot of change. Some employees are excited by things changing and others really resist it.
- There are a lot of different resources that employers, students, employees could take advantage of, in developing their skills and programs, but there is no real “directory” of services. There is a role that government could play in helping to put something in place to address this.
- Interpersonal skills are very important and developing these skills is a shared responsibility (home, sport, public school, post secondary school, business, etc.)
- The availability of higher education training in the community dramatically impacts availability of labour in a positive way.
- Overall support positions are not “valued” societally. In business they are critical but pay doesn’t reflect that. In individuals, they don’t see it as a career.
- It would be valuable to have a similar conversation with a younger demographic asking the same or similar questions about their workplace experience etc.

- Employers need to build an understanding of the skills that are needed for specific jobs and then recognize how diversity, inclusiveness and commitment to training and mentorship can reduce labour issues.
- Having a longer horizon in terms of strategic planning would help to identify possible skills gaps and provide for the opportunity to put in bridging strategies.
- There needs to be better alignment between business needs and academic offerings. Work integrated learning is very important but it must be authentic, and skills development focused.
- This issue is one of shared responsibility in developing the workforce. There is a role for everyone to play and each group needs to be prepared to take on their role; individuals, employers, education systems, parents, sports, etc. At the same time, we all need to be prepared to adapt and modify how we do things in order to keep up to a changing reality. There is no way to go back to the way it was (no matter how good it was perceived to be), because there are new realities facing each of these groups.
- There needs to a focus around retention and in understanding why employees are really choosing to leave employers. Generally, it is believed to be due to money, but this is likely not the full story.
- In the market there seems to be a discrepancy between wage expectations versus experience versus work expectation (performance).
- In some of the lower skilled work, often times there can be opportunity to progress in the company (ie. senior installers, crew chiefs, leads) but workers are not willing to “stick it out” because they see that as too far off. Approaches such as a buddy-system approach, pairing new hires with crew leads, etc. to show new hires what “sticking it out” can lead to, can help mitigate this issue. Developing a fun company culture of inclusiveness, team building, and mentorship can also help.
- Training opportunities for companies/employers who may be struggling with creating an open line of communication, all inclusive, educational based, mentorship-based company culture would be beneficial.
- There is a challenge for those businesses who employee specialized skills where they are the only ones in the area looking for those skills. There is a limited base of opportunity in the area, so it can be difficult to attract and there are generally few courses or programs to develop the skills.
- I believe the role of the employer is to take action in forums like this one and come together as one voice to advocate to our education and post-secondary/provincial entities.

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Appendix G – Other Resources Available

There are several different groups and organizations that have put together reports related to this topic. Below is a list of the ones this committee is aware of at the time the report was published.

- RBC - The Coming Skills Evolution – Humans Wanted , How Canadian youth can thrive in the age of disruption – www.rbc.com/humanswanted
- RBC – Bridging The Gap – What Canadians told us about the skills revolution - <https://www.rbc.com/dms/enterprise/futurelaunch/assets-custom/pdf/RBC-19-002-SolutionsWanted-04172019-Digital.pdf>
- RBC - How to Win the Skills Game: 10 Ideas for the 2020s - <https://thoughtleadership.rbc.com/how-to-win-the-skills-game-10-ideas-for-the-2020s/>
- RBC - Farmer 4.0: How the Coming Skills Revolution Can Transform Agriculture - <https://thoughtleadership.rbc.com/farmer-4-0-how-the-coming-skills-revolution-can-transform-agriculture/>
- RBC - Bridging the Gap: What if Co-ops Weren't Just for Students, But for Teachers? - <https://thoughtleadership.rbc.com/bridging-the-gap-what-if-co-ops-werent-just-for-students-but-for-teachers/>
- Deloitte – Millennials confidence in business, loyalty to employers deteriorate - <https://www2.deloitte.com/global/en/pages/about-deloitte/articles/millennialsurvey.html>
- BDC – Labour Shortage: Here To Stay - https://www.bdc.ca/en/documents/analysis_research/labour-shortage.pdf
- LMI – What's in a name? Labour Shortages, Skill Shortages and Skills Mismatches - <https://lmi-cimt.ca/wp-content/uploads/2018/10/LMI-Insights-No.-3.pdf>
- D2L – The Future of Work and Learning - <https://www.d2l.com/wp-content/uploads/2018/11/Future-of-Work-and-Learning-Canada.pdf>
- Government of Manitoba – Workforce Development – Industry Services <https://www.gov.mb.ca/wd/ites/is/index.html>
- Government of Manitoba – Workforce Development – Sector Council Programs <https://www.gov.mb.ca/wd/ites/is/associations.html>
- Government of Manitoba – Agriculture – Human Resource Management <https://www.manitoba.ca/agriculture/industry-leadership/board-operations/employee-management.html>

Report prepared by:

